Introductory Lecture for 1818 —

By James Rush

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COMMUNITER BONA PROFUNDERE DEORUM EST.

Gentlemen.

It is the [redacted] boast of modern science, that the fruitless efforts of speculation have given place to the productive labours of observation and experiment. — That the business of philosophers has been turned from the exercise of thought alone, to the combined and efficient exertion of thought and action. — and [redacted] instead of leading off science to the investigation of causes [redacted] either inscrutable in their nature or useless in possession, they have brought her home to the business and bosoms of men. — There are many analogies between the character and conduct of ~~the~~ an individual ~~of the race~~, and the collected mass of mankind. — Nor is the resemblance in any point more strikingly exhibited than in the intellectual progress of the individual thro' the limited term of his years, and of the nation thro' the successive periods of their duration

It seemed appear as the world encreased in age, it acquired the modes and habits of thinking developed thro' the progressive years of man. The earliest period of Philosophy like the intellectual exertions of youth is characterized by a love of enquiring into the prodigious and rare phenomena of nature. — by the excessive use of hypothesis in investigation. — by a hasty anticipation of truths discoverable only by patient industry, and by having the vain employment of research as its object but the labour of its processes, and a leading motive to no useful purpose of human life. The early age of science is further destitute of the wise and steady sight that discriminates between objects to be pursued with the certainty or hope of acquisition, and those truths over which the creator alone must preside in the sublime and eternal solitude of his knowledge

with an increase of years Philosophy ~~[illegible]~~ ~~[illegible]~~ ~~[illegible]~~ limiting the choice of city pursuits to objects of human attainment, has ceased to be co vetous of those ultimate and treasured truths, pos sess and seen by his Maker alone. - It has be come too more cautious in its steps, more wary in its conclusions, more patient in its anticipa tions, and more practical in its labours. - The science of medicine has received in a certain degree the benefits of this older age of philosophy and the en deavours of Physicians instead of being employed on subjects, affording ~~[illegible]~~ no pro fit to labour; are devoted to obser vation and experiment on those points that promise success to investigation and benefit to the world. It is to be re gretted however that the rule and system of Philosophic industry so profoundly inculcated by Bacon and so clearly

exhibited by Newton and other great men
of his age. It is to be regretted I say
these advantages have spread their effects
most partially over our profession - The method
of observation and induction and efficient
practical views in science have been adopted
by the enlightened and philosophic
physician, in all parts of the world - But
Medicine cannot yet boast of the severe
and rigid executions of the logical laws
of that system, which in some other of the sci
ences has produced such a rich reward
of truth. - and tho' a consi
derable addition to knowledge has been
the result of [redacted] inductive reason
ing in medicines - There still exists a flag
rant and mortifying defect in the means
employed in some of its branches, to com
municate that knowledge to others -
The students of most medical institutions

recieve their instruction on practical sub
jects without assistance from
the visible or palpable demonstration, and
by the best process of language must
be contemplated in the duties of a
practical chair. There is a branch in
all medical coleges called the practice of
Medicine, but instruction in this depart
ment is without the administration of
its rules [illegible] leaves no precise comprehensions or durable
impressions on the mind of the pupil
There are some branches of a medical edu
cation properly called de
monstrative, as Anatomy Chemistry and
certains parts of Surgery — But rejecting the
confusing influence of scholastic
divisions, and attending
to the philosophic scrutiny to the na
ture of the things themselves, we will find

~~Even~~ a properly conducted practical course is strictly as much a demonstrative branch as ~~any~~ those above mentioned. — The description of a symptom requires its perceptible exhibition, equally with the attachments of a muscle, the properties of an alkali, and the shape of a gorget. — And the history of the modus operandi of a medicine, ~~and~~ to be completely understood, calls for the sensible display of its effects on the patient, as certainly as a discourse on chemical affinities requires the exhibition of salts in a retort, or of gases under a receiver. — In Dr Horner's the usual mode of College instructions, merely to describe the phenomena of diseases and the manner of curing them, leaving the visible demonstration of these things to be first displayed in the enquiries and observations of the students future practice. — What would be the sum of instruction even in the accurate sciences of mathematics, were

it
~~was~~ conducted in this way? and how could the successive steps of the teacher be comprehensible by the pupil? Try to instruct a scholar, and you will find the top of your labours - by aiming to prove to him the plainest Theorem of Euclid or to work before him the simplest problem of arithmetic without the visible use of the many materials or members embraced by them, Receive it at present, gentlemen, from my persuasion, for you will believe it hereafter from on the conviction of a tedious experience, that instruction in the practice of medicine, demands the presence of a patient, as much as those other sciences require the use of the diagram and the slate. - It is not because the illustrations of chemistry consist of the splendours of flame, and of harlequin changes of colour, that they are exhibited to cheat a student of time or

beguile him of an irksome hour of verbal
description.— Is because the senses receive
~~communicate~~ a force of impression ~~&~~
~~contrary~~ in physical instruction, ~~that can~~
never be ~~completed~~ affected by the capricious at
tempts of the imagination to embody the
ideas of written or oral ~~description~~ discourse.— The
Symptoms of disease are visible or tangible
things, and a ~~correspondent~~ for their full com=
prehension require ~~description~~ an actual ex
hibition as much as any of the objects ~~that~~
~~I have~~ mentioned, and without this
exhibition, the attempted instruction is as
vain as Chemistry ~~without~~ without expe
riments, or Surgery without operations.—
I have said ~~that~~ the made of our
practical instruction is too general &
an abstract, and ~~consequently~~ destitute
tute of those defined and palpable
images that constitute the efficient means
for ~~the~~ communicating ~~of~~ knowledge

The practical ~~of Medical schools~~ do not
exercise the functions implied by their
~~title~~ ~~or term~~, ~~may further~~ and may it not be asserted
~~that~~ the term practical lecture is altogether
a contradiction in terms, for surely
that cannot properly be called practical
which ascribes only the thing to be done
without exhibiting the least portion of its
accomplishment. - It is the enunciation of
the terms of a problem and the statement of
its formula, without effecting the least
part of its solution. - Let us illustrate the
defects of the collegiate mode by showing
its applications to some other arts equally prac-
tical with medicine. - Imagine your had ap-
plied to a teacher of music, and he
commenced your instruction and endea-
voured to make you a performer by read
ing ~~you~~ a lecture on the ~~notation~~ length
and thickness of musical chords, ~~their~~
~~vibrations~~ ~~and their modulations~~ and the relations of

sound that constitute the range of
pitch
tones and discords, Suppose he de-
scribed the parts of the instrument,
of placing
the manner of placing, and the
succession of moving your
fingers - This would be to employ
ing the same
made as the teacher of medicine who merely
tells of
tells to you the different states of the
morbid pulse - of the appearan
ces of the blood, of the tongue, of the counte
nance, of the excretions, of the
and of the Skin. - But suppose the musician
instead of this vain and fluttering instruction,
which could scarcely be understood, and cer
tainly would not be retained, suppose I say -
he should exhibit before you the actual
performance of the instrument, and putting
one into your hand should direct you
in the successive steps of the process - thus
combining in one momentary assemblage -
his precept and example and your own

improving trial. - Such an instructor would resemble the physician who ~~takes his position~~ at the bed side of the patient, ~~and states~~ paints the and ~~the visible tangible and audible~~ symptoms of disease; and by occasionally calling his pupils ~~instinct and exciting~~ attention to ~~the~~ them decide ~~decision~~ upon ~~the symptoms~~ & excite an interest in his minds and imposes ~~imposition~~ a responsibility on his opinions, ~~that makes~~ never ~~fails~~ ~~interest which makes~~ effects by verbal descriptions alone. - This process would make a physician as the other would make a musical performer. - The common ~~error~~ mode of lecturing ~~practice~~ to a class has I fear brought the teacher under the conviction of that Land hasted sin and the student to that state of starving misery of asking for bread and receiving a stone. - It does not require long hesitation ~~deliberation~~ to decide whether this whole

sale dealing asst of Medical instructors
Contain in its operations, greater pecuniary
interest to one, or the higher benefits of instruc
tion to Lunatics. — There may be an ob
ject Here is a self complacent mind
& calculations in a medical teacher in
casting his eye on the
multitude of ~~applicants~~ hire. — But with
the present mode of practical
instructions, it may be said of them as Mil
ton has said in censure of a negligent
pastor, "the hungry sheep look up but are
not fed." — From this censure ~~if any~~
~~can be clear it should be~~ hope
~~I hope not to be~~. — I feel pleasure
in accepting one instance of a German
school — in which the means and end of
practical instruction seem to have been fully
understood and its designs successfully accom
plished — here after the proper course of

instruction it is made an essential qualifica-
tion for a degree, that the candidate shewed
in the public hospitals and in the presence
of the professors. go through the form of enquiring
into the disease of the patient, [redacted] the discri-
mination and treatment of his symptoms, [redacted].
[redacted], and in short through the detail of all
the circumstances [redacted] involved in the practical duties
of a physician — With a view consistency they
make [redacted] their examination on a practical
branch, [redacted] by obliging
the student to prescribe for the patient —
the only test of his ability to exercise
his profession — a young man taught in
this manner and licensed by such an in-
stitution is a gift to the world — whilst he
who graduates on the famished abundance
of his masters words, and the strength of
his own retentive memory, is too frequently

for the first years of his life the scorn of those who do not employ him - and the fatal cause of injury to those who incautiously rely upon his skill. — Why is a young physician so generally and indeed justly considered deficient in skile, and constantly shun'd as ignorant of his art? whilst a young handicraftsman is often prefered for his activity and skile in workmanship - It may be said there is a wide difference between the objects and efforts of a liberal and a mechanics art. There is I confess some difference in the nature and variety of these different pursuits, when we look to the highest accomplishments of the liberal profession - but with reference to much of that daily duty most interesting to the community and which from the frequency of its repetition becomes almost as simple in its nature as a mechanical exercise, In

reference to this, a very limited difference will be found to exist between the mechanic and physician, and in its utmost extent bearing no proportion to the difference exhibited in their qualifications on entering the world. — The young mechanic is mostly possessed of all the knowledge and manual skill of his master — whilst the young physician, having perhaps never seen the practical display of his masters knowledge and skill, may be put from his pretended diction with very justifiable doubts of his possessing either. — There is no mysterious cause of difference in the acquirements and capabilities of these persons. The mechanic is taught his art practicaly by precept and example and exercise, — the physician is taught theoretically ~~or in practice only~~ by listening to the mere precepts of his master —

It may be considered as a happy condition of the arts and trades - that their followers have never introduced the use of the pin and prosperity into their schools of instruction with the use of writing among them, and America would have introduced the same mode of practical teaching in their occupations, adopted in scientific instruction; from the influence of motives not very dissimilar — Every one is so used to science the little medical knowledge he acquires, by mere descriptive direction, that formality has blinded the perception of its deformity, State the operation may be opened, that the visible or experimental mode if I may so term it, of teaching medicine, is as essential to the student, as manual operation is to the mechanic - and without it young physicians as a class must continue to science that charge of ignorance, which is

Vs

that dissolved the union between verbal in

[redacted] structions, and demonstrations, and if

you [redacted] pardon my degrading

but illustrative metaphor [redacted]

[redacted] — a union ordain

ed by truth and unfaithfulness, never

to be kept asunder, that

never made upon the mechanic except thro' the occasional effects of individual outrage.
It was a sad day for medicine [illegible] in [illegible] and demonstration [illegible] for each other; [illegible] has bastardized all the instruction [illegible] since sprung from it in nearly all the colleges and universities of the world.—
It was in consequence of the failure of this mode of conveying medical knowledge and the confession of its insufficiency that an attempt was made to remedy the imperfection, and Clinical lectures were instituted to supply the want of demonstration in the practical chairs — By the term Clinical lectures is meant the actually detailed application of the principles of medicine in all their various bearings, to the real state of disease, obvious at the bed side of the patient, The establishment

V. When the number of pupils is great—

of these lectures was a wise and important step of improvement and from their short but essential instruction, more impressive knowledge has been received than from the lengthened harangues of mere professorial discourse, unaccompanied by their clear and illustrative light. — An intimation is conveyed in the term Clinical lecture that the ~~instruction~~ discourse should be given actually at the bed side of the patient, and in truth this would be the best and the only way to convey complete instruction. But there are some reasons that make it convenient ~~[illegible]~~ to give the lecture in part at an other time and place. — The symptoms of disease may be divided into those seen or felt or heard by the physician, and those known from the feelings and discriptions of the patient himself. To the first belong the pulse, skin countenance excretions and voice. To the last are included, pain and its varieties

together with the symptoms, that have previously occurred and all other sensations of the patient.-

The first must be seen by the pupils or they cannot be comprehended or remembered. When these symptoms are demonstrated and known, there is much reasoning on their causes and connexions - and something on the use and operation of remedies, that may be satisfactorily communicated remote from the patient.-

There are also many remarks to be offered in the course of the treatment, on the present state of the case, or on its issue, which it would not be delicate or injurious or cruel to make in the presence of a patient.- That plan of Clinical instruction therefore, which consists in the exhibition of symptoms to the students, and a subsequent discourse on the objects there pointed out, fulfils the design of these institutions.- The system described is the best ever

devised for instructing at the same time
a large class of pupils - But [illegible]
[illegible] where the number is small, the most
effectual plan of practical instruction, would
be for to
a physician admit a limited number of private pupils
to his practice, and to oblige them
not only to observe the example of enquiry
and prescription set before them, but more forcibly
[illegible] to impress it on their
understandings by subjecting them to a
sional responsibi-
lity of prescribing for the patient - This mode
seemed to be the best plan of clinical in-
structions. and although it could
not be effected on the extended view
here suggested; still there are no other reasons
than indolence or neglect, to prevent its
[illegible] executions in a
more liberal and useful manner than
[illegible] is pursued by those who

undertake to instruct private pupils in the practice of Medicine - It is usually [redacted] answered [redacted], by those who are more ready in their apologies for neglect, than active in their schemes of duty, that it is difficult is not impossible to gain admittance for the pupil to the chamber of the patient. There may be many females and some fastidious men to whom this practice would be offensive - But for the purpose of teaching a moderate number of students there would still remain in the practice of every physician many who would willingly and often thankfully receive the visits of a pupil - It may be further said that when a physician has gained that station in his profession at which he is generally called upon to receive private pupils - his business consists of patients of that class

=ted class of society which would not bear
the imposition of the practice. - If this rea
son be solid it certainty is ~~so~~ only in
cities of the first magnitude as London or
Paris where the Noble and the wealthy form
so numerous a class that they alone can
employ and support the physician, whilst
he who relies on the limited aristocracy of
minor communities, may indeed keep up his
fashion, but the small ~~number of his patients~~ will
certainly subject him to the risque of loosing
both his support and his knowledge. -
There is such an extended advantage in ~~the~~ a
practice ~~this~~ including even the poor, that the
intelligent physician who counts his wins
as well as his purse, will often find a him
self paid than the records of his ~~fees~~
may exhibit - But admitting the difficulty
of obtaining this facility for the practical in
struction of students, it is still the duty of all
professional teachers to aim at its accom =

plishment, and a the leaders of our profession whose views are extended and wise and useful and a who are not governed by the narrow and sordid principles of common life, might easily procure its admission to the minds of the community - The first view of all the arts of life is repugnant to the feelings and reason of a savage, but the gradual and overpowering influence of genius and industry have at last converted this pertinacity to the more manageable docility of civilization - and a civilized society which still retains traces of the barbarian hesitation at adopting both truth and improvement - may be brought by the same exertion of genius and industry, to tolerate useful things and conduct at first opposed by the powerful combination of pride and prejudice and reason. - There is a base and stupid sentiment sometimes uttered by a class of men who have no motives of action but those of avarice and

V. and ~~withheld~~ withheld. by those only who can not rise above any thing ~~that~~ around them.

self-enjoyment - and who utter any or defer
that debt of obligation to society and posterity
which the good and the great are ever ready
to acknowledge and discharge - that "he
is a fool who is a wilful miser that the
age he lives in." - a sentiment, as degrading from
its want of ambition as it is cowardly in
its fear of enterprise - To such men the
world owes nothing but contempt for their
temerous prudence, and detestation of their
selfish examples - When such men seize upon
the high places of the world they subject the
present time to taxation without regret
and leave posterity to complain over all the coils
of their usurpation - The wise and elevated
benefactors of mankind of all ages, in their
dealings with the world, have established a sys
tem of exchange with this trade of nego
ciation, that the bills drawn by the present
time, for value received in favour of our an
cestors, shall be by a disinterested and munificent transfer,

be made payable to posterity. - I hope gentlemen the spirit of enterprise which so strongly characterizes the ~~American~~ industry of the American seaman and artist and merchant may not be wanting to the Enhancement of science, and that taking example by the adventurous setlers and founders of the west who are adding resources and happiness to our country, by their running out in the advance of its ^ population - our philosophers may be found by their industry and independance, advancing before their age by the improvement and instruction they shed upon it. The man who is contented to mean his character in society on the ground that is below him, may be secure but he will be stationary, whilst he who in the prospective hope of advancement carries ^ anto his anchor ahead of his time and station

may with an equal security, if I may extend
~~easy~~ my metaphor, warp himself into prescut
usefulness and fame, and the grateful ap
plause of posterity. — If then reason or truth
point out the general benefit of an alteration
or improvement [redacted], it
is only the fulfilment of a social and obligatory duty [redacted]
[redacted] to labour for its adoption
There are many ways of introducing [redacted]
a pupil to the chamber of the sick, and re
conciling them to the visits of a young man —
I knew a late physician in this city who [redacted]
scrupulous [redacted] in taking
pupils whom he could only instruct by his
library or conversation, who [redacted]
[redacted], frequently sent a pupil
with a [redacted] prescription, or merely to en:
quire into the state of the patient. — The
appearance of a young man three or four

times at the door, the solicitude of his enquiry, the very familiarity with his face, for you know there are often such influences [illegible], I dare say fail to create a kind of obligation among the members of a family and to beget confidence - But where there was no peculiar obstacle, often procured him admission to the chamber of the patient - In the same unobtrusive manner I have known him and a student: to sit up at night with a patient, or to watch the operation of an emetic, or to dress a blister, or to bleed the patient, or to direct by the pulse the quantity of blood to be taken by a [illegible] bleeder = By the attention, or knowledge displayed in the performance of these duties, a feeling and reliance were frequently created that after meals, procured a welcome admission - some of the warmest and most lasting

attachments of life, [redacted] & have known, have
regenated in these early occasions - and
there are physicians to be found every where
whose establishment and future fortunes in
life have been derived from [redacted]
the
obligation their preceptors felt [redacted]
[redacted] to give them the opportunities of prac
Rotate
tical instruction - There are numbers of
and
persuasive means [redacted] to
[redacted] for the
[redacted] accomplish
of this object, and the omission of these means,
[redacted] can only
proceed from these [redacted] his solicitude for the
improvement of [redacted] pupils than [redacted]
for their fees and
[redacted] number - The compact [redacted] be-
tween teachers and students, consists of
the mutual obligations of pecuniary
contributions on one part and of prac
tical instructions on the other - It is

not the contract to furnish him with an office or with fees, nor does he pay him for mere conversation. — The benefit from all these he could have in his own chamber and from books, with much more comfort and at much less cost. Medicine is taught not so much by the ~~ears as by the eyes and fingers~~ by all the senses together alone by the ears - Words are as meager a coloring for new and visible ideas, as Celsus has asserted they are for the cure of diseases - when in that sarcastic aphorism pointed at some of the Alexandrian Medical Masters of Rome, he says, "Diseases are not cured by rhetoric but by remedies." —

But even allowing the knowledge of symptoms ~~could be communicated~~ to be incommunicable by words alone, still there is much more to be learned by a physician, if he would

afford most benefit to others, gain most
credit to himself and give most elevation
to his profession - Perhaps there is no calling
of life which requires a more frequent appli
cation of those principles of conduct and
manners necessary in social inter
course, than the practice of medicine -
whilst there are some forms and rules
arising directly from its peculiarities, and
which must be learned in the school of
practice alone - The physicians daily
duty calls him into situations producing a
contact with every form of opinion
and feeling - The wise and ignorant, the
refined and the vulgar, poverty and wealth
variety of age, sex and temper
, ,
, and in rapid
and endless successions, making
extraordinary and different demands

upon him, and calling for a dextrous play at all the
arts of politeness and reflection, of caution
and of kindness, of forbearance and
resolution. — There is besides a mode of ex-
cise in medicine as in every other pur-
suit, to be learnd only by the imi-
tation of a master, and by the tedious
drill of practice. — Can these things be
taught by books or lectures or conversa-
tion? — Practical execution is spoken
to the acquisition of all knowledge, from
the efforts of infant speech, to the high
and commanding powers of the general
and statesman. —

The views Just laid
before you I have urged me to aim at
adding something to the medical instruction
of the winter, by giving a course of
lessons of practice, a course of Clinical

lectures in the Philadelphia alms house
lectures. - Since the death of the late Dr.
Rush who held the clinical chair in the
University, there has been no instruction given
in this department in this city - and tho' we
have two extensive hospitals of
fering every facility for the purpose, still the
want of it has continued to be felt by
each succeeding class of students -
A public hospital is the only place where
clinical lectures can be delivered to a
class. - for here a ready access can be ob=
tained for the students - The patients are
of a class that both ask and receive less
ceremony than would be necessary in pri
vate practice, & there are more frequent
opportunities of inspecting the bodies of the
dead. - The use of common but powerful and
disagreeable remedies, or the introduction of
new ones - is rarely opposed by the

v. They may not on the skill and decision
of an experienced physician make a
demand greater

caprices of the patient or the prejudices
of friends. - It is in hospitals ~~[illegible]~~ the most
abundant means are afforded of studying
the nature and course of chronic and in-
curable diseases - in an acquaintance
with the which the students is more generally
deficient than with the acutes - and which
~~[illegible]~~ tho' ~~they may not make the~~ ~~[illegible]~~ ~~[illegible]~~
~~[illegible]~~ ~~[illegible]~~ ~~[illegible]~~ than often of a shorter duration
yet they certainly create on the public, a
stronger and more lasting impression of
his foresight and judgements -

But there are further some advantages
in hospital practice of which it may be
necessary to apprize you - Here you are
to meet with diseases in their forming state
or in their first stage, You cannot always
learn the account of their previous treatment

if they have been attended by other physicians
[illegible], you see few children
in hospitals - you have frigid diseases, and
a class of patients in whom there is not the
strictest regard to veracity, you scarcely
ever see epidemics - you rarely visit a
patient more than once a day, and in some
hospitals only twice or thrice a week;
you seldom find good nursing or
great attention to the sick affording the
best insurance to their treatment. -

The course of clinical
lectures I propose to deliver conducted shall be as
follows, but first I beg it to be plainly
understood, that I shall do it as prescri
bing physician of the alms house =
[illegible], part of whose duty it
is to instruct the students who attend him

and consequently that a ticket of ad=
mission to the practice of the house, will
be the admission ticket to them, and for
which no additional charge will be
made – I shall be satisfied with your
approbation, for I believe gentlemen that
in our profession
there are, other ways ~~in such profession be~~
than
under the way of medicine, ~~and therefore among~~
~~persons practicing such branch is this~~

The lectures will be delivered twice a week
on the afternoon or evening of the preceding
days. – From among the patients of the
house I will select, and report upon those
that seem best calculated to exhibit ~~the~~
phenomena
~~diseases~~ the ~~symptoms~~ of the diseases
and the operation of remedies – These re=
ports will be accompanied with the
~~the~~
Physiological and pathological re=
marks ~~which may be~~ necessary for the ex

planation of symptoms and modes of
cure. — More than common attention will
be given to the subject of the pulse, and
the knowledge of it taught not by descrip:
tion alone but in a palpable mode by the
wrist of the patient — I hope too on this sub:
ject to offer some new observations on
the healthy and morbid functions of the
circulation. — After the report on the selected
cases is finished, I will each evening give
a connected lecture on some one of the
diseases ~~that may be selected~~ previously enumerated, thus adding a more
general and systematic view of the subject, to the particular and
occasional desultory remarks of the Clini
cal report. —
In the execution of my duty I shall be
solicitous to share those benefits with you — but

The Maxim S —

v. "The that [redacted] increaseth" is not more true
than the cultivation of the soil than he does in the dissemi-
nations of instruction —

[redacted]

v. The Medical character of our city, -
It is the duty of every member of
the profession to forget the enormous
scandal

I scarcely dare to ~~hope~~ pronounce ~~that~~ your
advantage will be equal to mine - ~~The~~ V.
~~impartiality of the~~
~~Board of Directors, in the~~ V.
~~distribution of stipends, in the profession~~
~~of "Medicine" in the~~ "
~~is a search of mind in a zealous~~ endeavour
to convey instruction that assists the object of
its pursuit - Nor am I unthankful the desire
~~of~~ to add something however small to
the accumulated mass of medical know
ledge, ~~of our city~~, created by the labours of
the past and present leaders of instruc
tion in Philadelphia have been
~~our~~, - We ~~can~~ told ~~by gentlemen~~
of the falling off of ~~our school~~
~~from the zeal of~~ in the fulness
of ambitious exertion — Our teachers
of the last epoch, of whom there still is

This was the last introductory
lecture I delivered — The talented
class I then could collect was,
by degrees so far diminished, through the
influence of the University of
Pennsylvania, and its Professors,
as to be only seventy in number —
year already broken down —
whether by the powers of Steam Tech,
and Numbers, or by the overwhelming intelligence, I leave to
after times to decide — M.R.

mains a useful an honorable and a
powerful relict, have intrusted to their care
efore in this city a rich talent of Me:
dical Knowledge and fame — Praise and
reward be to his faithfulness who shall en
crease it with interest! Let him be
as much as unworthy his trust who shall
merely wrap it in the napkin! — But woe
to him who suffers one atom of rust
ting rust upon it. — — — —

James Rush

Philadelphia
October 1818.